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A concentrated effort has been undertaken to improve educational opportunities and achievement levels of pupils in culturally disadvantaged areas and to offer special remedial and tutorial help. The organization schedule calls for remedial programs in reading and mathematics, homework assistance, and use of the library for two-hour sessions three days each week.

The best teachers available should be selected for the ASSC program. They should preferably be regularly appointed teachers, have had at least three years of successful elementary school teaching experience, have demonstrated outstanding ability to work with children, and be selected according to seniority where applicants are equally meritorious. The ASSC supervisor, usually an elementary school assistant principal, assumes responsibility for: improving methodology of teachers motivating pupil attendance through appropriate procedures, training teachers, coordinating the regular day school program with the After-School Study Center program, and evaluating the program.

To aid the supervisor in administrative procedures, discussions of suggested practices in the following areas are presented: attendance, secretarial service, service payroll report, materials, snacks, fire drills, and use of volunteers.

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ED001761

After School Study Centers Program

BOARD OF EDUCATION OF THE CITY OF NEW YORK

DIVISION OF ELEMENTARY SCHOOLS
Truda T. Weil
Acting Associate Superintendent

January 1965

ED001761

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After-School Study Centers Program

January, 1965

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MESSAGE

Helping all of our children achieve their fullest potential is the joint responsibility of the school, home and community. The responsiveness of children increases in direct proportion to the amount of guidance, encouragement and assistance they receive. Our After-School Study Centers program has been set up to help selected schools provide the additional time and appropriate environment necessary to foster learning.

The after-school study centers constitute a concentrated effort on the part of our school system to improve educational opportunities and achievement levels of pupils in culturally disadvantaged areas and to offer them special remedial and tutorial help.

This "immediate action" program is a major part of the overall program to raise the levels of academic achievement in minority group areas, to speed integration in the school system and to implement other aspects of the Plan for Integration submitted to State Commissioner Dr. James E. Allen Jr. in August 1963.

JOHN B. KING
Deputy Superintendent of Instruction

* * * * * * * *

We believe that the After-School Study Center is but a partial answer to helping the disadvantaged child achieve his highest potential. Yet in the short time that this program has operated, indications are that it is making positive contributions to the educational and emotional needs of a significant percentage of the tens of thousands of children in our 217 Centers. It has been reported that the enthusiasm of parents and large numbers of participating children has been sparked by teachers who realize the major role which they are playing in the future educational and economic life of these children.

TRUDA T. WEIL
Acting Associate Superintendent

Introduction

On August 23, 1963, the Superintendent of Schools, Dr. Calvin E. Gross, issued a report to New York State Commissioner James E. Allen, Jr., entitled "Plan for Integration." Among many other proposals, Dr. Gross recommended a "crash" after-school study program for all Divisions of the school system. This program went into effect on December 3, 1963, when After-School Study Centers were set up in schools with a population of approximately 75% Negro and/or Puerto Rican children.

The intent of this program is to compensate, as far as is possible within the operation of a public school system, for the lack of opportunity created by social conditions. The objectives envisioned are to provide remedial and other services beyond the regular program and to make available space, opportunity, and incentive for pupil improvement. Its purpose is to raise the sights of culturally disadvantaged children by extending their education beyond the school day. Many of these youngsters have been on short sessions. Many have had no Kindergarten training.

Overall Plan for 1964-1965

The plans this year call for a remedial program in reading and in mathematics, as well as for homework assistance and the use of the Library, on Tuesday, Wednesday and Thursday of each week, from 3 p.m. to 5 p.m.

Since all the children involved in the three aspects of the program (Remedial, Library and Homework) come on a voluntary basis, the success of this undertaking also rests on the understanding and acceptance by parents. In order to assure the cooperation of parents, plans are made in each school to inform parents and the community of these extended services offered.

There are 217 elementary schools in the program for 1964-1965 school year. To meet local conditions, the field assistant superintendents have allocated some of the teaching sessions from schools originally chosen to other schools in their districts.

The majority of the schools (listed on page 5) are carrying out a program with seven teaching positions and one supervisory position each day the ASSC program is in session. "Paired" schools (indicated by an asterisk on page 5) share one program between the two schools. Also, each school in the "More Effective Schools" program has an after-school study center.

In schools with seven teaching positions for the program, four are used for Remedial Reading, one for Remedial Mathematics, one for Library, and one for assisting children with Homework.

Thus, there are three two-hour sessions per week for each of the four positions in Reading, the one position in Mathematics, and the one position in Library.

Since there are 3 sessions weekly for each activity or subject, it is expected that the same teacher will serve for all three sessions; if this is not possible in the Homework and Library periods, at the discretion of the principal, a single position may be shared by two teachers. The Remedial Reading and Remedial Mathematics teachers must serve for all three sessions.

The salary for each teacher in this program is $12 for each two-hour session.

The salary for each supervisor in this program is $15.50 for each two-hour session.

Sessions are not held on holidays, on the day preceding the holiday, on afternoons when parent-teacher conferences take place, or when schools are officially closed for any emergency such as a snowstorm or blizzard. These sessions may not be used another day. There is no payment for sessions not held. The ASSC calendar for the school year 1964-1965 is shown on page 17.

Coordination of ASSC and Day School Programs

Coordination of efforts of the pupil's official teacher and the remedial teacher is essential. A suggested form is shown on page 4. Exchange of brief anecdotal records by the remedial and class teacher is recommended.

(SUGGESTED FORM)

Public School _____

Principal _____

AFTER-SCHOOL REMEDIAL PROGRAM

Pupil _____ Class Teacher _____

Class _____ Room _____

This portion is to be completed by class teacher when pupil enters the program.

Check Program:

Reading ____

Mathematics____ Date of entry _____

Reading:

Latest standardized test - result and date.

Title and level of Reader; pages covered

Major reading difficulties; other pertinent information.

Mathematics:

Latest test percentile and data on Mathematics concepts test.

Areas which need immediate strengthening; other pertinent information.

This portion to be completed by teacher in After-School Study program on specified dates, and submitted to regular class teacher.

Progress Report:

A. Results on informal tests (dates) Check: Reading____
Math. ____

B. Weaknesses which need further attention:

C. Remarks

Teacher
After-School Study Center

ASSC-L 12/1/64

BOARD OF EDUCATION OF THE CITY OF NEW YORK
DIVISION OF ELEMENTARY SCHOOLS

Truda T. Weil, Acting Associate Superintendent

AFTER SCHOOL STUDY CENTERS
1964 - 1965

MANHATTAN	BRONX	BROOKLYN	QUEENS	RICHMOND
2 129	1 MES 124	2 144	92* & 149*	17
7 133	2 130	7*&8* 145	111* & 112*	18 MES
11 134	4 132	11 147	127* & 148*	
15 140	5 140	16 148	15	
20 144	6 146	17 150	36	Total: 2
24 145	18 150	18 151	37	
28 154 MES	20 154	19 155	40 MES	
31 155	21	20 156	45	
34 160	23	21 157	48	
39 161	25	24 MES 165	50	
57 163	27	25 167	80	
61 165	29	26 168	116	
63 168	30	27 174	118	
64 170	31	28 175	123	
68 171	37	29 182	134	
72 175	39	30 183	136	
78 177	42	32 184	140	
79 179	43	37 191	143	
80 180	47	41 MES 196	155	
81 184	48	42 243	160	
83 MES 186	50	44 250	183	
84 188	51	46 256		
90 191	53	47 257		
96 192	54	54 260		
97 194	58	59 261		
100 MES 197	59	63 262	Total: 24	
101 198	60	67 270		
102 199	61	73 274		
107	62	75 282		
108	65	83 284		
109	66	87 287		
111	67	93 289	SUMMARY	
113	75	113 297		
116	92	122 298	MANHATTAN 67	
119	99	125 299	BRONX 46	
121	102 MES	129 304	BROOKLYN 78	
123	107	133 305	QUEENS 24	
125	110	137 309	RICHMOND 2	
128	112	138 MES	Total: 217	
Total: 67	Total: 46	Total: 78		

MES indicates school in the More Effective Schools Program

* Asterisk indicates shared ASSC program

Teachers

The best teachers available should be selected for this program. Teachers must be drawn from the staff of the school in which they are to serve in the after-school study program. The supervisor is urged to make every effort to enlist the services of experienced teachers for the program. "Teachers who care" should be chosen.

General Considerations

Teachers selected should preferably:

- Be regularly appointed teachers.
- Have had at least three years of successful service under regular license in the elementary schools.
- Have demonstrated outstanding ability to work with children.
- Be selected according to seniority, where applicants are equally meritorious.

Special Considerations

Remedial Services (Reading, Mathematics)

Teachers selected should preferably:

- Have taken courses during the past four years in the teaching of reading in the elementary schools; the diagnosis of reading difficulties; prevention and correction of reading disabilities; mental hygiene; child psychology; or other courses specifically related to reading remediation. (Similar criteria should govern the selection of teachers of remedial mathematics).
- Have demonstrated ability to teach remedial reading or remedial mathematics.
- Have demonstrated experience in teaching on various grade levels.

Teacher of Library

The Librarian in the after-school program should be the Teacher of Library in the school. Preference should be given to this teacher.

If the regular Teacher of Library is not available, teachers selected should preferably have had courses in library work, teaching literature, teaching reading.

Teacher in Charge of Homework

Teachers selected for this position should preferably:

- Have served on various grade levels in grades 2-6.
- Be outstanding in ability to establish rapport with children.

The following may not serve as teachers or substitutes in the After-School Study Centers program:

- Guidance counselors, acting guidance counselors, or teacher counselors.
- Teachers or coordinators assigned to the office of the field or headquarters assistant superintendent.
- Licensed supervisors. (May serve as supervisors only).
- Auxiliary teachers.

Multi-Job Consideration

Teachers who serve in other after-school and evening activities are permitted to serve in the After-School Study Centers, provided that the total time in the combined programs does not exceed 15 hours.

Substitutes for Teachers in the ASSC Program

When a teacher in the ASSC program is absent, the principal may hire a teacher (regularly appointed or regular substitute) from his staff in place of the absent teacher. It is well to have a pool of such teachers available. If the absence is of short duration (1 or 2 days) a per diem substitute may be hired if no teacher on the regular staff is available.

Climate for Learning

- This should be planned or structured, orderly and creative.
- Maximum time must be given to teaching.
  - .. Snack periods should be brief.
  - .. Lessons should begin with dispatch.
  - .. Common sense must be used at all times. In the 3rd grade, for instance, the children's attention span may be short. Have a brief recreation period; vary types of lessons, as, dramatizations, vocabulary building, story telling.

Pupils

- Pupils who are at present receiving special instruction in Reading Clinics or from corrective reading teachers should not be selected for the after-school remedial program.

- It is recommended that a child attend all three remediation sessions per week in Reading or Mathematics. A notice should be sent to the parent of each pupil selected for the remedial program. It should indicate the services the pupil is to receive, and the hours and days he is to attend.

- Consent slips are necessary for the pupils participating in the remedial program.

- Remedial services shall, in the main, be given to children in grades 3, 4, 5, 6. However, children in grade 2 may also be selected at the discretion of the principal.

- Preference should be given to children who are significantly retarded in reading or in mathematics, or who are considered to have potential for better performance.

- Pupils for remedial work should be selected on the basis of teacher judgement and the school records. No individual child's program for remediation in reading or mathematics, however, should be in the hands of more than one teacher.

- "Free Choice" pupils if they can arrive at their neighborhood school by 4 p.m., may be admitted to the ASSC program.

- Registers of groups assigned for remedial work should not exceed 15 pupils per group.

- The library program should be flexible and should be open to all children (grades 1-6) who wish to avail themselves of it. Attendance should not be mandatory.

- The Homework program should be open to all children (grades 2-6) who wish to avail themselves of this opportunity.

Role of Supervisors

- Assistant principals (elementary) are to be assigned to the After-School Study Centers. (This position is in addition to the seven teaching positions allocated to each of the schools).

- Where an assistant principal is not available, acting assistant principals, junior principals or principals may fill the assignment.

- The supervisor is expected to be on the roster of the ASSC school. Only in very exceptional cases may the supervisor come from another school; the approval of the field assistant superintendent and the Division of Elementary Schools must be obtained for this. The assistant principal should come from an elementary school.

- These supervisors are to be assigned for all 3 days in order to provide the essential continuity of supervision.

- The salary for each supervisor in this program is currently $15.50 for each two-hour session.

- The supervisor shall assume responsibility for

  -improving methodology of the teachers by means of suggestions and demonstrations; each group and activity should be visited daily.

  -motivating pupil attendance through appropriate procedures involving pupils, teachers, guidance counselors, parents, etc.

  -training teachers.

  -supervising and coordinating schedules, payrolls, attendance and other records, materials, health and safety measures, etc.

  -coordinating the regular day school programs with the After-School Study Centers program.

  -evaluating the program.

  -recruiting, training and assigning volunteers to work under the direction of teachers.

Where teaching positions have been transferred to other schools by the field assistant superintendents, arrangements concerning supervision by supervisors should be made by the field assistant superintendent and the principals of the schools involved. At this time, the ratio for supervision personnel is one (1) supervisor to seven (7) teaching positions.

The maximum number of teaching sessions for any school is 21 per week (7 teaching sessions each day - Tuesday, Wednesday, Thursday). Where a school has fewer than 21 teaching sessions per week, the number of supervisory sessions should be pro-rated. Where a supervisor is not present every day the ASSC program is in session, the supervisor may vary his supervision days from week to week so that he may supervise each teacher in the program at frequent intervals. Each supervisor should be thoroughly familiar with the work of every teacher in the ASSC program in his school.

An acting assistant principal supervising the ASSC program receives $15.50 per session. Where in very unusual cases it is necessary to use a teacher to supervise the program, the teacher receives teacher's pay, namely, $12 per session.

The Supervisor and the Community

Supervisors are expected to encourage discussions, participation and understanding on the part of parents and the community. The supervisor should keep parents and community informed of the purposes of the program, and discuss with them any problems which may arise.

Secretarial Service

One session (2 hours) per week for each school with a full program is allowed currently. Secretaries will be paid $5.50 per session of 2 hours. The secretary should come from the school having the ASSC program. The duties of the secretary include preparation of attendance records, payroll, typing, mimeographing, rex-o-graphing curriculum materials, correspondence, and all clerical matters clearly related to this program.

Attendance

- Library. The teacher in charge should keep a daily record of the number of children attending.

- Homework. The teacher in charge should keep a daily record of the number of children attending.

- Where the numbers of children attending Homework and Library groups are small, these groups may be combined; one teacher may then be assigned to an extra remedial group if there are sufficient children to form such a group. If there are not enough pupils for this additional remedial group the position should be returned to the Division.

- Remedial Groups. 15 children should be registered for each remedial group. There should be an attendance of at least 10 for each session in these groups. Where the attendance falls below this, the supervisor should canvass the school, draw on waiting lists, and make every effort to keep attendance at a high level. Where attendance consistently falls below 10, groups should be consolidated and the position returned to the Division and be given to a school where the need has been demonstrated.

Report of Pupil Attendance

A record of attendance according to actual numbers in each group or activity is required this year. A sample of the form to be used is shown on page 12. Each ASSC school is responsible for mimeographing its own forms. (FORM ASSC-PAR)

Please mail forms as directed on each Friday, indicating the attendance for the week. The supervisor in charge of the program is responsible for seeing that these attendance forms, properly filled out, are mailed on time so that they reach the Division office (Room 926) each Monday.

Teacher and Supervisor Attendance

A careful record of teacher and supervisor attendance must be kept. Teachers and supervisors must sign (or clock) in and out. The supervisor of the program is responsible for keeping this record.

All attendance records pupils' and teachers', are the responsibility of the supervisor of the program in each school.

Form ASSC-PAR

BOARD OF EDUCATION OF THE CITY OF NEW YORK
DIVISION OF ELEMENTARY SCHOOLS
110 Livingston Street . Brooklyn 1, New York

AFTER-SCHOOL STUDY CENTER PROGRAM

Pupil Attendance Record for Week of (date)_____

School_____ Borough_____ No. of Sessions per week___

School Telephone_____

DAY	REMEDIAL GROUPS attendance / in each group					LIB-RARY	HOME-WORK	TOTAL ALL ACTIVITIES
	Rdg-A	Rdg-B	Rdg-C	Rdg-D	Math			
Tuesday								
Wednesday								
Thursday								
Total: Each Group and activity								Grand Total

TO SUPERVISORS OF THE ASSC PROGRAM

Kindly fill in the form above and mail
1 copy to your Field Assistant Superintendent and
1 copy to the Division of Elementary Schools
Att: Mrs. Rose L. Schwab
Assistant Superintendent, Room 926
Mail on Friday of each week

_____
Signature Title - In Charge

_____
School Principal

Service Report (Payroll)

- A copy of the Service Report (payroll) is shown on page 14.

- Please note that the capital letters "SU" are to be indicated for the supervisor, i.e., principal, junior principal, acting principal or acting assistant principal supervising the program. The letters "TR" are to be used to designate teachers.

- Be prompt in submitting payroll. Directions state "Report service on a calendar month basis and mail time sheet immediately after the close of the last session to: Bureau of Finance, 131 Livingston Street, Brooklyn, N.Y. 11201 - Room 212.

- It is the responsibility of the supervisor to check every entry on the Service Report (payroll) which is to be typed by the ASSC secretary.

- Make sure the following are entered on the Service Report:

  .. School, Borough, Month, Year, Number of Pages.

  .. Social Security numbers (include each month).

  .. Signature of the supervisor. The Service Report must be certified by the supervisor of the program. The principal of the school must sign his name after the words "Noted by."

- Only one supervisor per session may claim salary payment.

- Only one copy of the Service Report (payroll) - the original - is to be submitted to the Bureau of Finance. Please verify the accuracy of file numbers and Social Security numbers.

- Questions pertaining to payrolls of After-School Study Centers should be referred to David Finkelman, 596-5956.

14.

SERVICE REPORT FOR PERSONNEL ASSIGNED TO AFTER-SCHOOL STUDY CENTERS.

BOARD OF EDUCATION – CITY OF NEW YORK
BUREAU OF FINANCE

MONTH & YEAR OF SERVICE _____

SCHOOL & BORO. _____

No. of Pages Submitted _____

(1) FILE NUMBER	(2) NAME & ADDRESS (*)(PRINT OR TYPE)	(3) POSITION SYMBOL	(4) NO. OF SESSIONS	(5) SOCIAL SECURITY NUMBER	(6) DATES OF SERVICE

I certify that the details shown on this Service Report are correct, that the teachers, et al, certified hereon actually and personally performed service in the After-School Study Program on the dates indicated.

DATE: SUPERVISOR'S SIGNATURE

NOTED BY: _____
HEAD OF SCHOOL

NOTE:

(*) Column 2: Insert Address for new personnel only.

Insert in Column (3) under Position Symbol:
SU for Supervisors and
TR for Teachers

Report Services on Calendar Month basis and Mail Service Report after close of last session to: Bureau of Finance,
131 Livingston St., Bklyn., N.Y. 11201
Room 212

Please VERIFY File Nos. & Soc. Sec. Nos.

BF 1-22-20M 7-64 [illegible] 62

Materials

At present, we have no funds for materials. Supervisors and teachers are requested to make the best possible use of whatever is available in the school.

Supervisors are urged to keep a log of needs so that provision for these may be made for next year.

Supervisors should also list presently available materials for teachers' information and use.

Snacks

The Division of Elementary Schools does not supply snacks or money for same. If P.T.A.'s and voluntary organizations wish to provide and serve snacks, this is permissible, and most welcome.

Fire Drills

Fire Drill arrangements for the ASSC program must be made by the principal of the school. The supervisor of the ASSC program must hold at least 2 Fire Drills per month and keep a record of same. He must make sure that all teachers in the school are familiar with the Fire Drill arrangements for the ASSC program.

Use of Volunteers

Qualified volunteers of the Public Education Association, Citizens Committee for Children, Junior League, Associated Community Team (Domestic Peace Corps), etc., certified college juniors, seniors, and graduate students are enthusiastically invited to assist teachers on a voluntary basis.

Evaluation of the ASSC Program

Possible types of evaluation by the Division of Curriculum Research and Evaluation may take the following forms:

- Questionnaires for use to determine the attitudes of supervisors, teachers, parents and children toward the program.

- Checklists for observation and evaluation of the program in selected schools.

- Studies of achievement ratings of pupils in the program (long range plan).

Each supervisor should plan informal periodic evaluations. Questions which the supervisor and teachers should

frequently ask are:

- Is the program reaching the pupils?
- Is it helping to upgrade achievement?
- Are improved pupil attitudes evident?
- Are improved pupil-teacher relationships evident?
- Are parental and community attitudes positive?
- Is there adequate ASSC and day school coordination?
- Are we making the best use of materials at hand?
- Are we creating suitable materials when none are available?

BOARD OF EDUCATION OF THE CITY OF NEW YORK
DIVISION OF ELEMENTARY SCHOOLS

AFTER SCHOOL STUDY CENTERS

C A L E N D A R

1964-65

MONTH	TUESDAY	WEDNESDAY	THURSDAY
OCTOBER (12 days)	6	7	8
	13	14	15
	20	21	22
	27	28	29
NOVEMBER (7 days)	--	4	5
	--	--	12
	--	18	19
	24	--	--
DECEMBER (10 Days)	1	2	3
	8	9	10
	15	16	17
	22	--	--
JANUARY (12 days)	5	6	7
	12	13	14
	19	20	21
	26	27	28
FEBRUARY (11 days)	2	3	4
	9	10	--
	16	17	18
	23	24	25
MARCH (14 days)	2	3	4
	9	10	11
	16	17	18
	23	24	25
	30	31	--
APRIL 9 days	--	--	1
	6	7	8
	13	14	--
	27	28	29
MAY 12 days)	4	5	6
	11	12	13
	18	19	20
	25	26	27

TOTAL - 86 days